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HAND BOOK
FOR
COUNTY INSTITUTE
INSTRUCTORS



ISSUED BY
THE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA

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To Conductors and Instructors in Teachers' Institutes:

This handbook is the result of careful work on the part of several well trained and successful institute conductors, the compilation of their ideas being adapted and arranged by the State Department of Education. The manual is intended as a sort of guide for institute conductors throughout Alabama. It is of no use to those teachers who are simply attending institutes for instruction.

The suggestive outline of each subject is made rather too full for actual use in the time allotted. The instructor may, therefore, select such material as he can use to best advantage. Prepare carefully and thoroughly for the work of each period. Be systematic in all things. Do not allow quibbling over non essentials to waste the time allotted for some specific subjects of real importance. At the same time, encourage all teachers to show a lively interest in each day's proceedings.

Do not overlook the important subjects of School Libraries as provided under the new law, and of School Improvement Associations and also the Reading Circles.

If you find the teachers giving little attention to what you are telling them, find out at once whether you are telling them anything worth their attention.

Several strong men should be available for addresses on two or three evenings in each institute. Invite the public to all the evening meetings and make them helpful to everybody.

The teachers who do not need to attend institutes, but who are satisfied with their present efficiency, are perhaps already overpaid. Certainly they do not expect to have their salaries increased.

H. J. Willingham.

Superintendent of Education.

INTRODUCTION

I. *Laws Relating to Institutes.*

AN ACT

To provide for the holding of teachers' institutes for teachers in this State and to make necessary appropriations for the same.

Section 1. *Be it enacted by the Legislature of Alabama*, That the sum of five thousand dollars (\$5,000.00) be appropriated annually out of the general school fund, for the purpose of defraying the expenses of holding and conducting institutes for the white teachers of this State, and the further sum of fifteen hundred dollars (\$1,500.00) be and the same is hereby appropriated out of the educational fund for defraying the expenses of holding institutes for the colored teachers of the State.

Sec. 2. Institutes for the white teachers shall be held for a period of one week in each county of the State, at such time as may be determined by the county board of education during the months of July, August, September or October; provided, that the county boards of education of two or more adjoining counties, may, by agreement, have conducted a joint institute for the counties participating in the agreement, at such a point as they may determine.

Sec. 3. There shall be conducted, for the colored teachers of the State, teachers' institutes at such places and times, and under such management and direction as may be determined by the State superintendent of education, and the money appropriated by this act, for the holding of institutes for the colored teachers, shall be so divided among the several places at which colored institutes are held as may, in the judgment of the superintendent of education, be fair and equitable, and secure the greatest good to the greatest number.

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Sec. 4. The money appropriated by this act for the holding of institutes for the white teachers of the State, shall be apportioned by the superintendent of education to the several counties of the State in proportion or approximate proportion to the number of white teachers actually employed in the several counties of the State.

Sec. 5. It is hereby made the duty of the teachers to attend the institute which may be conducted in their own county for the benefit of teachers of the race to which they belong, unless such teachers are specifically excused from attending by the county superintendent, which excuse must be in writing and approved by the chairman of the county board. It is made the duty of the State superintendent of education to cancel the certificate of any teacher who may fail to attend an institute for a period of not less than four days of each year, unless such a teacher shall secure the written excuse signed by the county superintendent and approved by the chairman of the county board of education or unless such a teacher may convince the State superintendent of education that he has attended, for a period of not less than three weeks during the current year some educational institution during which time he was engaged in the work of professional training, either as a student or as a teacher, or unless he is the holder of a life grade State certificate.

Sec. 6. It is made the duty of each county superintendent of education to keep an accurate record of the attendance of all teachers during the institute, conducted for the teachers of his county, and to report the same to the State superintendent of education, showing the number of whole days which each teacher actually attended, provided that such time attended by each teacher shall not be counted as time taught nor shall any teacher receive any pay or compensation for attending an institute.

Sec. 7. Each teacher attending an institute shall pay to the county superintendent a fee of not less than fifty cents (50c) and not more than one dollar (\$1.00) which shall be used in that particular county

to supplement the State fund appropriated by this act for the maintenance of teachers' institutes.

Sec. 8. It is made the duty of the State superintendent of education to submit annually, in the months of June or July, through the county superintendents, to the several county boards a list of expert conductors of institutes whose services may be available and from this list each county board may select such conductor or conductors as they may desire, notifying the State superintendent of their choice; and if because of conflicting dates or other unavoidable conditions, neither the first nor second choices are available to be had, then it is made the duty of the State superintendent, through further agreement between him and the local county authorities to secure the best possible talent for conducting the institute. It is made the duty of the State superintendent of education to employ, with the fund appropriated by this act for that purpose, such conductors and teachers in the institutes held for the benefit of colored teachers, as will secure more benefit to the colored race by presenting them ideals more practical, methods more useful, results more desirable, benefits more wholesome.

Sec. 9. The conductors and teachers employed in county institutes shall impart such instruction to the teachers attending the institute, in the theory and in the art of teaching and kindred subjects, as will render them more efficient, more capable, more enthusiastic, more successful teachers.

Sec. 10. All laws and parts of laws, either general or special, otherwise providing for, or referring to teachers' institutes in this State be and the same are hereby repealed.

Approved April 18th, 1911.

It will be seen from the wording of the law that the holding of a five days' Teachers' Institute is mandatory in each county of the State. It will be seen furthermore that attendance is obligatory upon the part of the teachers unless excused as provided, and that a fee of not less than fifty cents and not more

than one dollar as decided upon by the county superintendent and board must be paid.

Teachers may attend the institute held in the county in which they reside, even though they may teach in another county.

Blanks for the use of the county superintendents in conducting the institute will be furnished by the State department.

II. *Purpose.*

The purpose of the institutes may be set forth as follows:

1. To assist in the development of the untrained teacher.
 - a. By suggesting good methods of teaching.
 - b. By suggesting practical material for the use of the teacher.
 - c. By advocating proper methods of discipline.
 - d. By arousing interest in the study of the child.
2. To help the experienced teacher.
 - a. By suggesting improvements in methods.
 - b. By increasing professional zeal.
 - c. By improving the course of study.
 - d. By eliminating school room waste.
 - e. By suggesting methods for teaching new topics, such as nature study, music, drawing, school room decoration, etc.
3. To assist school officials and patrons.
 - a. By suggesting methods for supervision.
 - b. By arousing a proper school spirit.
 - c. By suggesting plans of co-operation.
 - d. By discussing methods for securing better attendance, better teaching, better buildings and equipment, and greater interest in all lines of school work.
4. To acquaint teachers, school officials, and patrons with State plans, as
 - a. Reading Circle and Library.
 - b. School Improvement.
 - c. Associations.
 - d. Bulletins.
 - e. Course of Study.

III. *General Suggestions.*

1. Begin on time every day.
2. Have a definite program for each day and follow it.
3. Announce today the program for tomorrow.
4. Each day's work should begin with opening devotional exercises.
5. Each instructor should have his material so well in hand that he can quit when his time is up.
6. The roll should be called twice daily.
7. The Secretary should keep a faithful record of the attendance and of the proceedings of the meetings, and should furnish the proceedings in good form to the county papers for publication.
8. An institute social should be held on the first night of the session. A social committee should provide some method of getting acquainted,—good music and some form of amusement or instruction.
9. Local talent should be utilized to the greatest advantage.
10. All lectures or talks should, as far as possible, be of the nature of a round table. The speaker should be a teacher, not a lecturer.
11. Sectional meetings, such as high school section, primary teachers' section, one-room school section, etc., should be provided for on the conductor's program.
12. Advertise the institute thoroughly, notifying the teachers individually of the requirements of the law.
13. While free discussion should be encouraged, the conductor should guide these discussions into profitable channels.

A WORD TO INSTRUCTORS.

In the institute work of Alabama many instructors will be called upon for the first time to carry on a unified system of county institutes for the whole State. For that reason it is deemed proper to speak a word of caution to the inexperienced in regard to this very important service. The following outline, if studied and practiced carefully, may save the reputation of many instructors and add much to the effectiveness of our institute work:

I. *The institute instructor should enter upon this work from the standpoint of loyalty and opportunity.* The limited State appropriation makes it impossible to pay large salaries. Therefore, it will be necessary to rely for the most part, upon the enthusiasm of the leaders who find their greatest compensation in leading the educational forces of this State.

II. *The institute instructor should seek the level of the teachers.* Inexperienced instructors too often get upon their pedagogical stilts and stride around in the air above the heads of the teachers. Be sure that your instruction is driven home by its close relation to the actual every-day problems of the teachers whom you instruct.

III. *The successful institute instructor must be a social factor in the institute.* Too often, institute instructors come into the assembly room at the time appointed for a lecture, talk learnedly on some chosen theme and then fold their tents and depart. The real instructor, on the other hand, will meet the teachers before the session opens, during the intermissions, and after the session closes, cheerfully teaching and learning as he mixes freely with the teachers.

IV. *The successful institute instructor should study carefully the conditions and needs of the teachers of each particular section of the State.* The same lecture that fits the teachers of the cities will not be suited to the teachers out in the rural districts. Before going to the county, the instructor should study the conditions there and be able to deal with them sympathetically and intelligently.

V. *The successful instructor will make his talks simple and direct.* Young instructors are often tempted to undertake a discussion of psychological and pedagogical questions about which their ideas are quite hazy. Let each one undertake to deal with those school problems only with which he is familiar, and in treating these problems, let him make his outlines simple, direct and concrete. This method of treatment may not gain for the instructor a reputation as a lecturer, but it will surely prove an everlasting benefit to the teachers who are fortunate enough to come under the instruction of one who speaks of what he knows straight from the shoulder.

VI. *The instructor should seek to keep up interest by varying his methods by such means as,—*

- a. Round table discussions.
- b. Free use of the blackboard.
- c. Use of charts, maps and pictures representing different phases of school work.
- d. By putting into the hands of the teachers publications, objects and plans for emphasizing his topics.

PREPARATION AND ORGANIZATION.

I. *Preparation.*

- a. Printed post-cards to notify teachers to attend; the cards to contain extract from the institute law regarding attendance, also, a list of things for the teachers to bring, such as text-books, tablets, etc.
- b. A well-lighted, well-ventilated hall that has been swept, dusted and made ready in ample time for the first session.
- c. Ice water and palm-leaf fans.
- d. Blackboards, crayon, erasers, globe, map of Alabama and of United States, piano or organ.
- e. Bulletins from the State Department for distribution, such as elementary school manual, high school manual, school improvement circulars, etc.

II. *Organization.*

- a. A well-planned opening exercise.
- b. Brief statement of the plans and aims of the institute.
- c. Enrollment of teachers. Roll to contain name and home address of each teacher, number of years experience in teaching, what kind of school last taught, and if a rural school, whether a one-teacher school or not.
- d. Necessity of prompt and continuous attendance throughout entire week emphasized. Roll to be called twice a day by number.
- e. Program for the first day announced.
- f. Work.

INSTITUTE DAILY PROGRAM.

- 8:50- 9:00. Roll Call and Keeping the Register.
 9:00- 9:15. Opening Exercises.
 9:15- 9:35. Phonics.
 9:35- 9:50. Writing, Spelling, and Drawing.
 9:50-10:20. Language, Composition, and Grammar.
 10:20-10:30. Recess.
 10:30-11:00. Geography and Agriculture.
 11:00-11:30. History, Reading Circle, School Library.
 11:30-12:00. Round Table Topics.
 12:00- 2:30. Noon Recess.
 2:30- 3:00. Number Work and Arithmetic.
 3:00- 3:30. Reading and Seat Work.
 3:30- 4:00. School Administration.
 4:00- 4:15. School Improvement.
 4:15- 4:45. General Talks.
 8:00-10:00. Lecture or Program to be Announced.

This program is only suggestive so far as arrangement of topics is concerned and may be changed by the conductor to suit local conditions.

It will be seen that two or more subjects are assigned to some periods. In such cases the period should not be divided among the subjects, but should be devoted to one a day until all have been discussed. The institute conductor will determine the number of periods to be given to each.

A list of suggestive topics will be found on page 41. Others, if considered by the conductors more important than those listed, may be used.

Portion of an Actual School Day.—It is suggested that a profitable variation of the institute program would be a reproduction of a portion of an actual school day. Let the conductor announce that on tomorrow, say, the institute program will be replaced by an actual school program between the first intermission and noon. At this time let all the lessons be heard, as in school, so that the teachers may gain some definite ideas as to the economy of time in the arrangement and carrying out of a daily program. The programs given in the Course of Study may serve as guides. This work may be repeated on other days for other parts of the daily school program until the conductors and the teachers have worked out a usable program for schools of one teacher. This school program should include study periods as well as recitation periods.

THE ROLL CALL.

The roll call should be the first work of the day. The instructors should insist on prompt and regular attendance and set an example by being on time at every session of the institute. The law requires every teacher to attend the institute four full days. No excuse for tardiness is valid, and no excuse for absence should be accepted by the county superintendent except dangerous or serious illness. The teacher who does not attend the institute regularly and promptly cannot secure such attendance on the part of the children.

A daily record of the attendance should be kept and used as a basis of instruction for teachers in regard to finding the average attendance and keeping a register. It will be necessary to keep records of attendance and of the daily proceedings in order to give such information to the State superintendent as he may call for. The conductor should provide himself

with some standard school register and give daily, during the time allotted to roll call, some instruction about keeping it accurately, and urge the necessity of making such a permanent record.

SCHOOL HISTORY.

Teachers should be encouraged to keep a connected history of their school from year to year. That is, they should keep in a book provided for the purpose a record of how far the class went in each subject, together with an account of the general work, such as memory gems learned, nature study outlines, authors' days, other special exercises, Friday afternoon work, etc. Such a school history would prove invaluable to a new teacher taking charge. It would prevent repetition, enabling the new teacher to start just where the former one left off; and further, it would serve to perpetuate in the school whatever was excellent in the methods and devices of former teachers. There should be no monopoly of school ideas. In keeping this record the children can be of assistance. They would take a delight in copying things in the book under the teacher's direction. The matter is vital, and ought to be stressed.

OPENING EXERCISES.

The opening exercises at the beginning of each day's session of the institute should be used, not only for its unifying and uplifting effect, but also as a suggestion to the teachers for use in their schools. The ordinary opening exercise consists of singing, Bible reading and prayer, but it should be varied from day to day. Sometimes the whole period may be devoted to the singing of good songs. A story may be read or told; memory gems may be given in response to the roll call; on special days short special programs may be arranged. It should be the purpose of the institute conductor to give the teachers

positive illustrations of the excellent effect of a wide-awake opening exercise.

One purpose of this morning program is devotional. The song should, however, not be mournful or depressing: but, on the other hand, should be gladdening, inspiring, soul-stirring. It need not be selected from the Church hymn book. *America, Star Spangled Banner, Old Folks at Home, Annie Laurie, Suwanee River, Old Kentucky Home, Dixie, Alabama*, and other equally good old or new songs should be brought into service. On occasions the song program may be varied by solos, quartet singing, or instrumental pieces.

In like manner, the Bible reading should not be done in a perfunctory way. A complete unit should be read, a paragraph, a parable, a story, or a selection. To read a whole chapter, without regard to its continuity of interest or thought, is worse than omitting the Bible reading altogether. Sometimes the teacher may impress a lesson by simply narrating the facts. Often favorite poems or selections from good prose writings which carry some stimulus of inspiration, should be used instead of the passage from the Bible.

The Bible reading is generally followed by the Lord's Prayer repeated in concert by teacher and school, or a short, simple, fervent prayer by the teacher. Often appropriate selections from the beautiful prayers of great writers in prose or poetry should be used. This also may be varied profitably by a repetition of familiar passages of Scripture like the twenty-third Psalm or the Beatitudes.

There are many other ways of enriching and enlivening the morning exercise, and the conductor should use his ingenuity to have suggestive programs. He should remember and impress upon the teachers, not only that it should be devotional, but also that it should set everybody in tune for the day, inspire all to greater exertion, profitable thought and nobler aims.

COMPOSITION WORK.

The State Manual of the course of study for Public Elementary Schools will be the instructor's text-book for his work. Hence it will not be necessary under this heading to give an exhaustive outline of the work which is to be presented from day to day. In this, as in all other subjects, the instructor will have to choose the essentials, which, if properly understood by the teachers and followed by them in their school rooms, will put all of their composition work upon a sound basis. Among the fundamental principles which the instructors might discuss properly are the following:

I. GUIDING PRINCIPLES.

1. *A child does not speak or write freely unless it has a reason or motive for such action. Let the instructor and teachers add to the list below:*
 - a. Correct expression is necessary to success in business.
 - b. Correct English is a mark of culture and a badge of honor in society.
 - c. A knowledge of the proper use of language is necessary to communication, and therefore, a source of pleasure.
 - d. To many the power to express thoughts effectively by speech or in writing will mean an opportunity to serve others; for example, through articles in journals, newspapers, public speaking, etc.
2. *In composition work the teacher should recognize the difference between children. This can be carried out only by,*
 - a. A variety of subjects from which to choose.
 - b. A variation in the amount of work required by different individuals of the class.
 - c. An allowance for the different styles expressed in words and sentences of different children.

- d. Encouragement of individuality of treatment of a subject by different children.
 - e. Correction of papers in a way to emphasize rather than to kill individuality.
3. *Children in elementary schools are by nature imitators in language. Provide good examples by such means as,—*
- a. Pure English of the teacher.
 - b. By creating an atmosphere for correct English among the teachers.
 - c. By abundant use of classic stories.
 - d. By saturating the class with models from the masterpieces of literature.
 - e. By pointing out good models for the mechanics of composition, such as the printed page and correctly written manuscripts.
4. *Children express themselves with ease and pleasure when they feel they have something to say. The successful teacher of composition will take great care to provide abundant ideas by such methods as the following,—*
- a. By stirring up the accumulated knowledge and interest of the child.
 - b. By bringing objects of nature, industry, etc., before the class.
 - c. By having stories told as a basis for oral or written expression.
 - d. By suggesting observations which the children are to make outside of the school room.
 - e. By discussions in which the teacher may add to the child's knowledge out of the richness of his own mind.
5. *Children do not express themselves freely and naturally unless they have an audience, either real or imaginary. This natural law can be recognized in many ways, some of which are suggested below,—*
- a. By having the pupils tell stories to the whole school.
 - b. By having the pupils write letters to real or imaginary persons.

- c. By having it understood that some one's eye will fall in a sympathetic way, upon each and every paper written by any member of the class.
 - d. By a frequent use of composition papers as a basis for formal work in grammar, that is, analysis, parsing, etc.
 - e. By having contests in composition to determine what productions will be sent to the county paper for publication.
 - f. By compiling a school newspaper to be read once each week.
6. *A child's constructive instincts should be appealed to in composition work. This principle is recognized by many teachers,—*
- a. Illustrating compositions by drawings.
 - b. By constructing nature study or agricultural charts.
 - c. By having the pupils write a series of simple compositions on related subjects, and binding them into booklets with names covering all subjects treated.

II. *Primary Composition.*

- 1. Oral work.
 - a. Reproduction of stories.
 - b. Simple talk about home, school, farm, etc.
 - c. Use of pictures.
 - d. Telling interesting experiences.
- 2. Written work.
 - a. When to begin.
 - b. Simple sentences dictated by class and written on blackboard by teacher.
 - c. Simple statements written on unglazed paper or blackboard by pupils.
 - d. Copying.
 - e. Booklet illustrated by drawings, pictures and cuttings.

III. *Model lesson.*

The instructor or some teacher of the institute *must* give a model lesson on primary com-

position work. This may be based upon a model story, object, or rhyme.

IV. *Composition in middle and upper grades.*

1. Material for subjects.
2. Paragraphing.
3. Attention to form.
4. Use of compositions.
 - a. To teach rules for use of capital letters.
 - b. Kinds of sentences—analysis.
 - c. Use of words with difficult forms.
 - d. Parts of speech—parsing.

V. *Grammar.*

1. When should formal grammar begin?
2. Aim of grammar teaching.
3. How can grammar teaching help every-day English?
4. Putting ideas into definitions found in grammar.
5. Order of subjects in grammar.

VI. *Model lesson on some difficult subject of grammar.*

READING.

- I. Main purpose. To enable the pupil to interpret the printed page accurately and rapidly.
- II. Aim:
 - (1) I, II, and III Grades—Mastery of the mechanics.
 - (2) Grades above third—Reading for thought-getting.
- III. Methods.
 - (1) Alphabet.
 - (2) Word.
 - (3) Sentence.
 - (4) Phonic.
 - (5) Combination of these methods.

PRIMARY GRADES.

I, II, and III.

1. Create a desire on the child's part to learn to read.
2. Using blackboards, charts, cards, etc., teach the child to recognize words at sight and at the same time with concrete objects to get the ideas which words represent.
3. A ready recognition of groups of words as found in sentences and simple paragraphs, and a ready interpretation of the thought with correct oral expression.
4. Drills to secure distinct articulation, correct pronunciation, and an agreeable tone of voice.
5. Phonic exercises introduced gradually. They should be given at a different time from the reading lesson. Separation of words into their elementary sounds and the association of a letter with its proper sound in the word.
6. During the second month Primer may be placed in the hands of children.
7. Reading to pupils to interest them in reading and to furnish models in oral expression.
8. Use of pictures to awaken interest and as a basis for oral work.
9. Sight reading.
10. Oral reproduction of thought.
11. Dramatizing stories for correct interpretation and expression.
12. Memorizing choice selections of prose and poetry.
13. Review constantly. Do not overcrowd pupil's mind. Have frequent recitations. Get as much action into lessons as possible.
14. Encourage use of library books. Show that a book contains something the child wishes to know, thus arousing self-activity. Direct attention to pictures and attractive pages. Reading or reciting interesting portions to them will

often incite them to read the remainder of the book or selection.

15. Give model lessons.

GRADES IV AND V.

Aim.

Child now *reads to learn*, having *learned to read* in primary grades.

1. Special attention given to children who have not mastered mechanics of reading.
2. Teach the use of the dictionary. Teach diacritical marks to enable child to use dictionary intelligently.
3. Continue drills in phonics, articulation, and pronunciation.
4. Emphasize thought-getting.
5. Preparation required of pupils under the direction of the teacher.
 - (1) Statement of what lesson contains.
 - (2) Meaning of new words, determined principally from context.
 - (3) Drill on pronunciation of new and difficult words.
 - (4) Oral reading of lesson in the preparation.
 - (5) Memorizing selections.

Oral reading is the test of his preparation.

6. Correlate reading with the other studies.
7. Reading of supplementary selections by teacher and by pupils.
8. Use of library books. Teach child to turn to library for information, illustration, and inspiration. Set aside occasional periods for talking over with children what they have read. Discover the interests of the pupils and thus direct further reading.
9. Model lesson.

These model lessons should be based on short poems or prose selections of recognized literary merit for the purpose of showing how a child may be inspired to an appreciation of literature.

WRITING.

I. *Writing in primary grades.*

1. Recognition of the child in the teaching of writing in primary grades.
 - a. Kind of movements.
 - b. Kind of pencils, papers, crayon, etc.
 - c. Amount of writing required.
 - d. Position at desk.
 - e. Natural way of holding pen and paper.
 - f. Making the writing exercises useful and pleasing.
2. Drill in movements and forms.
 - a. Movements to develop freedom—rhythm.
 - b. Principles developed from movement exercises.
 - c. Drill in writing from dictation and from copies.
3. Influence of good examples of writing.
 - a. A permanent set of letters on blackboard or chart.
 - b. Teacher's writing.
 - c. Copy in copy-book.
 - d. Should pupil begin to write at bottom of page?
 - e. Display of neat written work in booklets or on bulletin boards.
4. Developing writers who can meet the demands of modern business.
 - a. Reasonable speed.
 - b. Accuracy of form.
 - c. Neat general appearance.
 - d. Ability to endure writing for many hours.

II. *A model lesson on letter writing.*

Our teachers and pupils are very deficient in correct letter writing. Write a letter in correct form on the blackboard and have a round table discussion on such topics as (a) kinds of letters, (b) characteristics of business and friendship letters, (c) correct form of letters.

SPELLING.

I. *Introduction.*

1. Better spellers needed.
2. The good spelling conscience. (See State Manual.)
3. Practical words.
4. How to study.
 - a. Intensive—no “running over” the lesson.
 - b. Correct forms only.
5. Dictionary habit—word analysis.
6. Two kinds—relative amounts.

II. *Oral Spelling.*

1. Comes first historically.
2. Comes first psychologically.
3. More opportunity for repetition.
4. Dangers of concert work.
 - a. Only bright children recite.
 - b. No mental effort.
 - c. Sing-song tone.
5. Syllabication.
6. Only one trial.
7. Define homonyms.
8. Faulty pronunciation in giving words to class.
9. Rapidity of movement.
10. Devices (from State Manual).

SUGGESTIONS FOR METHODS OF CONDUCTING
THE RECITATION.

The common method used by teachers, viz.: pronouncing the word and having the pupil write it or spell it orally, is a good one, perhaps the best; but if no other is used the recitation becomes monotonous and uninteresting.

Instead of the above method frequently use one of the following:

1. Picture Spelling—Children write names of things seen in picture.
2. Picture Stories—Children write short stories suggested by the picture.

3. Dictation—Short sentences dictated by the teacher and written by the pupils.

4. Elliptical sentences copied and completed.

5. Classifying words (a) alphabetically, (b) according to number of letters, (c) according to number of syllables, (d) capitals, (e) action words, name words, etc.

6. Sentence making for doubtful or difficult words, (a) orally, (b) written.

7. Recollection lessons—words from any lesson.

8. Observation spelling. (a) Indoor observations, (b) outdoor observations. Spelling to be centered largely around nature study.

9. Reproduction stories.

10. Marking words diacritically. (Beginning with III Grade.)

11. Making word lists for given elementary sounds.

12. Grammatical spellings, (a) plurals, (b) possessives, (c) past tense forms, (d) contractions, abbreviations, etc.

13. Memory verses and maxims.

14. Supplementary lists made by pupils, e. g., names of objects in schoolroom, names of fruits, trees, flowers, birds, insects, boys, girls, books, things sold by the grocer, parts of a house, tools used by the carpenter, occupations, parts of the body, diseases, months of the year, days of the week, things raised on the farm, things dug from the mine, things made in a factory, etc.

15. Common misspelled words.

16. Spelling matches.

17. Building words out of the letters of a given word, e. g. from "legislature" build "rule," "rate," "regulate," "slate," etc.

18. Spelling rhymes. Teacher gives out a word, pupil spells; pupil gives out rhyming word and spells.

19. Group words—The teacher gives out, for example, name of a tool; pupil spells and gives the name of another tool for the next pupil to spell.

20. Using given letters—Each pupil calls out and spells a word beginning with the last letter of the word previously spelled. (Railroad spelling.)

21. Descriptive spelling—Pupils point out the object, parts, or qualities of objects; class spells.

22. Question spelling—Pupil asks question, e. g. "What gums envelopes?" Class spells "mucilage."

23. Spelling Opposites—A pupil gives out a word, the next spells its opposite, e. g. "straight," "crooked."

24. Spelling Synonyms, Homonyms, Antonyms.

25. Spelling derivatives.

26. Spelling down the line.

III. *Written Spelling.*

1. Use of blanks.
2. Where kept.
3. When and how distributed.
4. How many words.
5. How often use books.
6. By whom corrected.
7. How many pronunciations.
8. Margins in all written work.
9. Save best work for the fair.

GEOGRAPHY.

I. *Things Worth While.*

1. Place emphasis on fact that *geography is the study of the earth as the home of man.*
2. Begin at home. Teach home geography in the first three grades without text book. Have weather chart, study land and water forms, study a brook basin, study the home community according to the outline given below, as far as it is applicable, giving most attention to the big elemental things.
3. Study current events, the daily papers and illustrated magazines and papers. Subscribe for the little weekly, "Current Events."
4. Geography cabinet. This should contain specimens of everything available in the way of nat-

ural resources and artificial products found in the State of Alabama.

5. Plan imaginary journeys along the great trunk and water routes, stopping long enough at the big cities to see the most important sights, and noting the farms and natural scenery along the way. This is good for review work.

II. *An outline for the Study of the Geography of a Section.*

- A. What has nature done for this district?
 - a. Coast line; surface.
 - b. Soil—various belts.
 - c. Streams and rivers.
 - d. Forests.
 - e. Minerals.
 - f. Climate; rainfall.
 - g. Animals—wild and domestic.
- B. What has man done with nature's gifts?
 - (a) Agriculture: old and new methods—the principal crops—the crops best adapted to various belts.
 - (b) Mining: coal, iron, gold and silver mines.
 - (c) Lumbering: comparative methods in various countries. A logging camp. Sawmills. Value of forests. Destructive methods of lumbering.
 - (d) Fishing—How conducted.
 - (e) Hunting and trapping. Uses of wild and domesticated animals.
 - (f) Irrigation. Hydro-electric power and its uses.
 - (g) Manufacturing. Study closely some special kinds of manufactures, as cotton and iron and cement.
 - (h) Centers of population. Study cities in the light of geographic situation and environment.
 - (i) Commerce—why?

- (j) Trade routes: waterways, highways, railways. Show the advantages of good roads.
- (k) Government: home, school, county, municipality, state, nation. Why is government necessary?

III. *Model Lessons.*

The instructor or some teacher should give a model lesson on geography.

AGRICULTURE IN RURAL SCHOOLS BELOW THE HIGH SCHOOL.

Aim: To create an interest in farm and country life, rather than to give technical instruction.

1. Through selections taken from literature, and from readers and other books that contain stories of plant and animal life; also through pictures.
2. Through nature study.
 - (a) Animals and plants.
 - (b) Rocks and soil.
 - (c) Enemies to the farmer.
 - (d) Friends to the farmer.
3. Through simple experiments, with inexpensive apparatus.
 - (a) Capacity of various kinds of soil to absorb water.
 - (b) Show sap rises in plants. Osmosis.
 - (c) Germination of seeds.
 - (d) Sterilizing milk.
 - (e) Growth of mould on stale bread.
 - (f) Effect of a loose mulch on the evaporation of water from soil.

Directions for performing these experiments may be found in bulletins and the ordinary textbooks on agriculture. No apparatus is needed more than a few boxes, tin cans and lamp chimneys.

4. Through bulletins issued by the State and national agricultural departments. These cover a wide variety of interesting and helpful topics and can be had for the asking. They should be used for reference. The adopted text-book on agriculture should be used as a guide to independent study rather than as a reading book.
5. Through corn clubs for the boys and tomato clubs for the girls.
6. Through direct observation of model farms in the community, comparing these with other farms that are less thrifty.

ARITHMETIC.

The institute instructor would do well to confine himself almost entirely to primary arithmetic. The course of study manual furnishes the outline. Below a few suggestions are given by way of emphasizing certain points.

1. Counting by ones and tens to one hundred.
2. Use splints, placing tens and hundreds in bundles.
3. Develop the idea of "carrying" by means of splints or objects; also of "borrowing" in subtraction.
4. Drill on the 45 additive facts or combinations; the pupils should know these combinations at sight. A helpful device is to have these combinations on manila cardboards of convenient size.
5. Teach the familiar facts of denominate numbers concretely. Use rulers, yard sticks, scales, dry and liquid measures, money, etc. It is exceedingly important that children form their conceptions of number through the actual handling of things.
6. Develop the fundamental operations in fractions by means of objects and blackboard devices; e. g., reductions of fractions to same denominator; to divide a fraction by a fraction, etc.

7. Do not insist too strongly upon a thorough understanding of the rules for pointing off in decimals; it will be sufficient at first to insist upon an understanding only of the "mechanics" of the subject. Analogies with common fractions may be shown profitably.
8. Lay aside "objects" just as soon as the pupils get a clear grasp of relations.
9. Wait until the high school for cube root, banking, certain kinds of mensuration, and that type of problem that involves the algebraic equation or its equivalent.

A CONCRETE ILLUSTRATION OF SCHOOL ECONOMY.

A southern teacher last year successfully taught a rural school of seven grades having an average enrollment of 75 pupils. A few points of her "system" are given below to show what can be accomplished through proper gradation and by following a carefully planned daily program.

1. The pupils were seated in rows according to grades. The seats were patent desks. The children kept their seats when reciting.
2. Children were not allowed to interrupt the teacher while she was hearing a lesson. If they wished help on a word they went to one of the older girls designated by the teacher for that purpose. The older as well as the younger pupils were trained in phonics.
3. Each day an older pupil was designated to keep time by means of a desk watch, and to warn the teacher by a tap on the bell when the time came for any given recitation to close. In this way every class had due attention paid to it by the teacher.
4. The daily program was arranged in several parallel columns. In the first were the recitation periods; in the others, according to grades, there were designated certain "study" and "occupa-

tion" periods for the pupils ~~and~~ were not reciting. In this way the pupils had something definite to do for every period in the day.

5. After school had closed for the day the teacher arranged her work for the next day. In the "study" and "occupation" columns of her program she placed certain definite assignments in the way of lessons to be studied or seat work to be done. When the children came to school in the morning they saw at once from the program what they were expected to do. The teacher would not allow any studying to be done at home at night.
6. At stated intervals the windows were thrown open and the pupils took simple calisthenics and breathing exercises.
7. The smaller children were sent home each day at noon for the remainder of the day, all their lessons having been recited by that hour.
8. Much of the "busy work" done in city graded schools was successfully done in this school. It had to be carefully planned every day.
9. Each pupil was required to have two sharpened pencils ready in the morning. The teacher kept a box of emergency pencils on her desk ready sharpened. In this way no time was lost from lessons through having to stop to sharpen a pencil.
10. Certain pupils were designated to distribute drawing, writing or other materials to the class when necessary. This work was done quietly, and without detracting from study or recitation.
11. When a boy became idle he was allowed to go to the "woodshed" to work. Here was a collection of tools and boards brought by the boys from their homes. By an occasional suggestion from the teacher these would-be unruly boys learned to make, during the course of the year, a number of useful articles. However, time spent in the workshop was not accepted as an excuse for poorly prepared lessons.

12. Each lesson period was divided into three parts—the review, the “view,” and the preview; more time or less time being spent on each part as occasion demanded.
13. Some of the lesson periods were necessarily short, but it must be borne in mind that much can be accomplished in a short time when that time is given uninterruptedly to the consideration of the lesson.
14. By combining, alternating, economizing and systematizing, this teacher reduced the work of seven grades into 25 daily recitations, and succeeded in following the course of study in all its requirements. However, she had an informing soul, a ready tact and sympathy, which made her schoolroom a place of living interest.

SCHOOL IMPROVEMENT.

I. *Necessity for School Improvement Work.*

- (1) To the community at large, in broadening their interests and in filling the gap between the school and the home.
- (2) To the pupil, in enlarging his sphere of activity and in filling the gap between the teacher's desk and the pupil's.
- (3) To the teacher, in giving him a better understanding of the needs of the community and in establishing a bond of co-operation and sympathy between the patrons and him.

II. *Methods of Procedure.*

- (1) Arouse the interest of (a) the children, (b) the community.
- (2) Meeting.
 - (a) State purpose of organization.
 - (b) Decide definite work to be undertaken.
 - (c) Organization.
 (Note: If possible, have a county or State worker to assist.)

III. *Organization.*

Using School Improvement Circular A as a guide, organize the institute into a model local association.

IV. *Phases of the Work.*

- (a) School grounds.
- (b) School gardens.
- (c) Equipment and decoration.
- (d) Library.
- (e) Literary and social features.

Note: Sources of material.

- (1) Circulars on Organization, Equipment and Decoration and on Entertainment. (Department of Education).
- (2) Bulletins from the Polytechnic Institute at Auburn, from the U. S. Department of Agriculture and from Cornell University, Ithaca, N. Y.

V. *Round table discussion.*

THE READING CIRCLES.

I. *What they are.*

The teachers' circle.

The pupils' circle.

II. *The organization.*

a. State

Board of directors.

Secretary and business manager.

Depository.

b. Local teachers' circles.

County secretary.

Local circles and affairs.

Meetings.

c. Certificates and diplomas.

d. The books for 1911-12.

III. *Why every teacher should join the circle, read the books and join in the local circle discussions.*

IV. *What one of the books adopted means to me.*

(At some time during the institute every book adopted should be discussed in a five minute talk by some one who has read it).

Note: The institute conductor should, with the approval of the county superintendent, appoint at the first meeting of the institute a secretary of the county circle who shall aid them in organizing all the teachers into the reading circle for 1911-12. The best teachers naturally want to join, and it should be emphasized that membership in the circle is indicative of growth in the teacher's professional ability and in culture. Of course, it is known that a part of the examinations for teachers' certificates is based on one or more of these books.

PUPILS' READING CIRCLE.

I. *Organization.*

- a. Success depends upon the teacher.
- b. Where to get books.
- c. Certificates and diplomas.

II. *The school library and why every school should have one.*

III. *The new library law and how it works.*

IV. *How to arouse interest in the library and get the money.*

- a. Library day.
- b. Private subscription.
- c. Library fee.
- d. Entertainments.

SCHOOL MANAGEMENT.

LECTURE I. THE TEACHER.

I. *Legal requirements.*II. *Personal elements of power:*

- (1) The will to grow in knowledge and grace.
- (2) Daily preparation.
- (3) Power of self-control; self-praise.
- (4) Tact and patience; initiative and adaptation.
- (5) Influence upon the school the measure of the teacher's personality.

III. *Attitude towards pupils:*

- (1) Impersonal; never influenced by likes or dislikes.
- (2) Kindness and courtesy; sarcasm; revenge; threats; scolding and nagging; the noisy teacher.

IV. *Attitude towards patrons:*

- (1) Arrange for meeting of patrons during first week.
- (2) Invite suggestions and interest patrons in improvement of building and grounds.
- (3) Never participate in factional quarrels.
- (4) Make the school the center of community interest.

V. *Attitude towards general culture and professional work:*

- (1) Professional books and school journals.
- (2) Teachers' associations and institute work.

VI. *Attitude towards superior officers and other teachers:*

- (1) Relation to principal of school or trustees.
- (2) Relation to county superintendent.
- (3) Attitude towards former teacher; associate teachers.

LECTURE II. MECHANICAL ELEMENTS OF SCHOOL MANAGEMENT.

I *The school building and its equipment:*

- (1) Arrangement of desks and other furniture.
- (2) Light, heat, and ventilation.
- (3) Condition of floors, walls, and blackboards.
- (4) Care of building; neatness and cleanliness.

II. *Necessary teaching aids:*

- (1) Maps, charts, and globes.
- (2) Cabinet collections, agricultural, mineral, botanical, zoological, etc.
- (3) Crayon, pencils, paper, ink, etc.
- (4) Wall pictures, and pictures collected for lesson illustration.

III. *School library and reference books. Reading circle.*

IV. *Condition of grounds:*

- (1) Portion assigned for play ground.
- (2) Portion selected for flowers or gardening.

V. *How to improve condition of building and grounds.*

VI. *The school register and attendance records:*

- (1) How to keep the register.
- (2) How to obtain essential statistical facts required in the report to the superintendent.

LECTURE III. CLASSIFICATION, GRADING, AND PROMOTION.

I. *Determining factors in classification:*

- (1) Size of school, number of rooms and number of teachers.
- (2) Records of previous year.

II. *How to grade a one-room school; a two-room school.*

III. *Marking system:*

- (1) Monthly estimates to be recorded.
- (2) Reports to parents.
- (3) Stated examinations.
- (4) System of marking:
 - (a) Passing mark, (b) class average and pupil average, (c) other methods.

IV. *Promotion of pupils:*

- (1) Factors in promotion:
 - (a) Proficiency in essential studies.
 - (b) Age and maturity.
- (2) Promotion records.
- (3) County examination and high school promotion.
- (4) County commencement and high school certificates.

V. *Relation of elementary school to county high school.*

LECTURE IV. SCHOOL INCENTIVES.

I. *Kinds of incentives:*

- (1) Natural incentives:

Pleasure of achievement, approval of teacher and parents, etc.
- (2) Artificial incentives:

Prizes and rewards, special distinction, honor rolls, etc., privileges and immunities, exemptions of recitations and school duties.
- (3) Negative incentives:

Fear of punishment, keeping after school, etc.

II. *Personality of the teacher as an incentive to work.*

- (1) The atmosphere of trust and sympathy.
- (2) Encouragement, the atmosphere of success.
- (3) Effect of hopeless effort.

III. *Value of pleasant surroundings as incentives.*

IV. *How to secure genuine interest in work:*

- (1) Means must be positive, not negative. Use stimulation rather than repression.
- (2) Create a desire—a feeling of want in the child.

V. *Test the incentive used—a lower incentive should never be used when a higher incentive will secure better results.*

LECTURE V. SCHOOL PUNISHMENTS.

I. *Ends of school punishments:*

- (1) Amendment of the individual—rather than punitive or the satisfaction of abstract justice.
- (2) The prevention of wrong doing by other pupils.

II. *Nature and kinds:*

- (1) Suspension or expulsion.
- (2) Corporal punishment.
- (3) Keeping after school.
- (4) Miscellaneous—forfeiture of rights.
- (5) Improper punishments.

III. *Punishment for misconduct:*

- (1) Deceit—falsehood, dishonesty.
- (2) Whispering, cheating, fighting, etc.

IV. *Punishment for failure in lessons:*

- (1) Test the validity of the several kinds of punishments after used.
- (2) Can a pupil do his best through fear?

V. *Punishments as the natural and logical consequences of actions.*

VI. *Do we in a sense legalize wrong doing when we prescribe specific punishments for certain wrong actions?*

LECTURE VI. THE SPECIAL SCHOOL VIRTUES.

I. *Regularity and punctuality of attendance:*

- (1) Importance to pupil and the school.
- (2) Ethical and social values.
- (3) Methods and incentives.

II. *Accuracy:*

- (1) In statement—effect of guess work and exaggeration.
- (2) In school work and conduct.
- (3) Relation to truth.
- (4) Ethical value of manual training.

III. *Truthfulness:*

- (1) Essential to a social being.
- (2) Importance of faith and confidence—Commercial credit.
- (3) Kinds of untruth—tested by motive:
 - (a) Self-defense, (b) self-conceit, (c) fear,
 - (d) malice and deceit, (e) creations of a vivid imagination.
- (4) Kinds of untruth involving moral turpitude; why?
- (5) The best correctives:
 - (a) Build up the positive habit of truthfulness.
 - (b) Appeal to conscience.
 - (c) Always expect the truth.
 - (d) The teacher's attitude too often elicits false statements.

IV. *Honesty:*

- (1) Sense of possession instinctive.
- (2) Regard for rights of others result of training.
- (3) Fair play developed by sports and games.
- (4) Remedies for petty thieving—cheating.
The personality of the teacher.

V. *Justice:*

- (1) Early development of sense of justice.
- (2) Too generally developed by placing emphasis on negative—injustice.
- (3) Teachers' actions as models.

VI. *Industry*:

- (1) Purposeful work—self-activity.
- (2) Essentials to the habit of industry:
Hope, patience, interest, success.
- (3) Avoid fatigue.
By short periods of work—change of employment. Effect of writing a long time with a fine pen.
- (4) Handicapped pupils:
Defective vision and hearing, adenoids, bad teeth, headaches.

VII. *Obedience*:

- (1) Voluntary and involuntary.
- (2) Main causes of disobedience, defiance and rebellion.
- (3) How far should obedience be compelled and how?

VIII. *Kindness and courtesy,—goodness.*

- (1) Politeness as a habit.
- (2) Methods of developing the habit.
- (3) Value in life.

IX. *The habit of self-control; self-government.*X. *The purposes of good order in school.*

"The Habitual to the child is identical with the Right."

LECTURE VIII. SOURCES OF WASTE.

I. *Waste of time.*

- (1) In arrangement of classes.
- (2) In failure to follow daily program.
- (3) In aimless talking and purposeless work.
- (4) Abuse of busy work; reading to class.
- (5) Unnecessary drill.
- (6) Need of skill in dispatching business.

II. *Waste of energy, dissipation of power:*

- (1) Through lack of system; needless work.
- (2) Harsh and high-pitched voice.
- (3) Fatigue, physical and mental.
Length of recitation period.
- (4) Value of frequent change of work.
- (5) Fatigue as result of intensive work.
Drawing, writing with fine pen,—fine needle work, nerve exhausting exercises.
- (6) Importance of spontaneous movements as in play.

III. *Waste of material:*

- (1) Care of books and personal property.
- (2) Crayon, maps, and school material.
- (3) Economy in use of paper.

IV. *Value of the habit of economy:*

- (1) How to utilize waste products in school and home.
- (2) Is the public school developing a nation of spendthrifts?

LECTURE IX. SCHOOL HYGIENE.

Earth, Air, Fire and Water, the fundamental elements in the philosophy of the ancients, suggest to us the four fundamental topics of school hygiene.

I. *Cleanliness:*

- (1) Building and grounds.
- (2) Floors; use of broom, duster, mop.
- (3) Walls and ceiling—fresh paint, kalsomine.
- (4) Blackboards and furniture.
- (5) Personal cleanliness.
- (6) The fly and the mosquito.

II. *Ventilation:*

- (1) Fresh air and its sources: house diseases.
- (2) Physical culture and deep breathing exercises.
- (3) Admit light and sunshine.

- (4) Cleanliness of cloak rooms, basement, and out-houses.
- (5) Position of pupils at desks—posture, gait, stooping shoulders and bent body.
- (6) Contagious diseases. Make friends with the doctor.
- (7) Children exposed to tuberculosis by association with diseased parents.

III. *Heating:*

- (1) Arrangement of stoves.
- (2) Admission of fresh air through floor,—through windows.
- (3) How to dispose of foul air.
- (4) Care of stove.
- (5) Coal supply; ashes.
- (6) Use of thermometer.

IV. *Water supply:*

- (1) Sources of water supply.
- (2) Is there a substitute for (a) the water bucket, (b) the common cup, dipper or gourd?

V. *Miscellaneous:*

- (1) The habit of “chewing” pencils and pen holders—promiscuous use of pencils, etc.
- (2) Pupils handicapped:
Defective eye-sight; defective hearing; adenoid growths; mouth breathers.
- (3) Nutritious foods, manner of eating.
- (4) Supervision and direction of play ground and games.
- (5) Sleeping with windows of bedroom open in all seasons.
- (6) Talks or lectures to parents on the hygiene of the home, the bedroom and the kitchen.

GENERAL DISCUSSIONS.

Wide latitude is allowed the conductor for filling in this period of the daily program. A few suggestions are given as to how it may profitably be done.

I. *Preparation of Definite Plan of Work Before the First Day of School.*

1. Preparation of Devotional Exercises.
 - (a) Selection of the most appropriate verses of Scripture to be read the first morning.
 - (b) Selection of the most appropriate songs to be sung.
2. Preparation of fifteen-minute talk by the teacher to her pupils.
 - (a) Importance of prompt and regular attendance.
 - (b) The value of a day in school.
 - (c) What it means to lose a day from school.
3. If possible, obtain from the register kept by the preceding teacher, a knowledge of the different classes or grades to be represented in school, and where each class is to begin work. A list of the names of the pupils that will be in the different grades and classes should be made.
4. Preparation of the lessons to be assigned and taught on the first day of school.
5. Preparation of a definite schedule for the first day.

SUGGESTION.—Give the teachers the problem of working out what they consider an effective preparation for and plan of work for the first day before discussing your point of view.

II. *The Course of Study Prescribed by the State—What Teachers Should Know About the Course of Study.*

1. The number of grades in the rural elementary school.

2. Thorough mastery of this course as a whole and in detail. The teachers should know the definite amount of work to be done in each grade, through the seven grades, and should know the text-books to be used in the order in which they come. Institute conductors are urged to see to it that the teachers have this knowledge.

III. *Book Talks.*

1. A short period on one day of the institute should be given to teachers for five-minute talks on books that have helped them.
2. The conductors or others should give short talks on the books adopted by the reading circle for 1911-12 or any others which may be helpful.
3. The School Library.

OTHER TOPICS FOR ROUND TABLE AND GENERAL DISCUSSION.

1. Industrial Education.
2. How to Overcome Poor Spelling.
3. Correlation of Studies.
4. Consolidation of Schools and Transportation.
5. How to Teach Temperance.
6. The Three Essentials of a Good Teacher.
7. Nature Study from Common Things.
8. Humane Work and Bands of Mercy.
9. How to Celebrate Special Days.
10. School Laws.
11. The Teacher's Relation to the Community.
12. The Relation of the Grade School to the County High School.
13. The necessity for Specializing.
14. How to Seat Pupils.
15. Local Taxation.
16. The Vocation of Teaching.
17. The Study Period.
18. Visitors' Day.
19. How do you get your pupils to think intelligently?

20. How can we get the community to take pride and interest in the school?
21. Unusual pupils—dull, stubborn, lazy, bright, and nervous.
22. Reading circle work.
23. School Architecture.
24. Manual Training and Domestic Science.
25. Teaching Patriotism.
26. How a teacher can make her own daily work a source of culture and growth.

BULLETINS AND CIRCULARS.

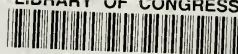
FROM THE DEPARTMENT OF EDUCATION.

1. School Manual for Elementary Schools, postage 7 cents.
2. County High School Manual, postage 4 cents.
3. Annual Report, postage 5 cents.
4. School Laws, postage 6 cents.
5. School Improvement Circulars, postage 2 cents.
6. Special Day Programs.
7. Facts and Figures Relating to Local Taxation, postage 2 cents.
8. Education Directory, postage 2 cents.
9. Reading Circle Circular. 1911, postage 2 cents.

A bulletin on "School Gardens" may be obtained from the Polytechnic Institute at Auburn. Farmers' Bulletin No. 218 on "School Gardens" may be obtained from the U. S. Department of Agriculture.



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